DOCUMENT RESUME

ED 372 424 CS 508 618

AUTHOR Holm, Todd T.
TITLE Coaching the Bottom Four: After Dinner Speaking.
PUB DATE Apr 94
NOTE 15p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Audience Awareness; Debate; Higher Education; *Humor; Judges; *Public Speaking; Undergraduate Students
IDENTIFIERS *After Dinner Speaking; American Forensic Association; *Debate Coaches; Debate Tournaments; Writing Contexts

ABSTRACT

Though after dinner speaking attracts fewer participants than most other categories at American Forensic Association tournaments, it can be one of the most fulfilling for those participating, coaching and listening. One of the reasons for the low participation rate is that judges offer vague and sometimes insensitive evaluations. Judges must not forget that students are putting themselves on the line in entering an event that requires them to be funny. Meanwhile, coaches should try to coax students into the event by building self-esteem in those who show potential. If students feel they are not funny, tell them, "You might not be the funniest person in the world, but with a little time, practice and coaching, anyone can do A.D.S.!" When coaching an after dinner speech, coaches might follow a 12-step process, by which they help students choose topics, make outlines, find support, time speeches, and memorize. Part of this process may involve teaching students how to be funny--and this can be taught. Students should know that there are a range of humoristic techniques such as topical humor, intellectual humor, analogies, satire and puns. In writing humor, students should suspend their critical faculties and employ the creative side of their brain. They might also try to watch or read some humor prior to writing. Coaches should also try to answer important student questions about the event, such as, why speeches that are not funny make it into the finals, and why rankings in this event are so inconsistent. (TB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 424

Coaching The Bottom Four: After Dinner Speaking

A Paper Presented at the
Eastern Speech Communication Association Convention
in Washington, District of Columbia

Presented By:

Todd T. Holm
Assistant Director of Forensics
Prince George's Community College
Largo, Maryland 20772

CS508618

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T. Holm

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Coaching the Bottom Four: ADS

After Dinner Speaking According to the American Forensics Association

> *"An original, humorous speech by the student, designed to exhibit sound speech composition, thematic coherence, direct communicative public speaking skills, and good taste. The speech should not resemble a night club act, an impersonation, or comic dialogue. Audio-visual aids may or may not be used to supplement and reinforce the message. Minimal notes are permitted. Maximum time limit is 10 minutes."*

After Dinner Speaking (A.D.S.) is a national tournament favorite. Final rounds are packed and speeches often run well over the ten minute time limit because of the tremendous amount of laughter. So it is a little surprising that it is also, usually, one of the smallest events at local tournaments. If it is well liked, why don't more students do it? This paper will focus on that question and also attempt to provide some guidelines for first time A.D.S.ers and some tips for coaches trying to encourage students to participate.

WHY IS THE EVENTS IN THE BOTTOM FOUR?

A.D.S. can be a very intimidating event for novice competitors. It is the most personal of the public speaking events and requires the speaker to display his/her sense of humor to an audience which will judge that sense of humor and essentially, that part of the competitor's personality. A low ranking or rating may be perceived as a low opinion of the performer rather than the performance.

At the beginning of the 1993-94 Forensics season I gave a presentation about developing an A.D.S. at the District VII Workshop. The students were very responsive and interested and raised some interesting questions about A.D.S. One of the questions was "What do you do when it is just you and the judge, and the judge doesn't seem interested?" I told them that that was a situation in which they just had to take a leap of faith. They had to believe in what they were doing, know that it was funny, and if the judge didn't pay attention, the judge was going to miss something really enjoyable.

It occurred to me that one of the greatest fears students face when going into an A.D.S. round is the *Fear of Rejection*. As coaches and judges, we need to do what we can to reduce that fear. That means that in rounds, as well as in practice, we need to be supportive and attentive. There are plenty of students that can tell you horror stories about bad judges in A.D.S. rounds.

- Judges with hangovers
- Judges who make hash marks every time you make a joke.
- Judges who write non-stop (even when the student is using visual aids).
- Judges who try not to laugh.
- Judges who give you condescending looks.

Four year competitors in A.D.S. can also give you great examples of the kinds of things judges have written on their ballots. I am going to paraphrase a few for you that come to mind quickly.

- This is nothing but a series of well-linked humorous stories, one-liners, puns and clever language uses. {Ranking 5/16}
- Excellent!!! {Ranking 5/15}
- I only counted about four source citations you should really do more research.
- This topic is too serious for A.D.S. but you make it so funny. I wasn't offended or anything, but still, I think the topic is too serious. Good use of humor.
- I don't like puns, they are the lowest form of humor, they should never be used in A.D.S.
- Never use forensics humor.

One reason A.D.S. is so small is because of judges. As judges we need to be cognitive of the fact that students are baring a section of their personality to us when they do A.D.S. Cold, blunt, rigid comments on ballots not only discourage people in A.D.S., they also discourage others from entering the event.

WHAT CAN WE DO TO ENCOURAGE A POSITIVE A.D.S. CLIMATE?

- Coaches and judges need to be sure that our comments are constructive not critical.
- As in all events, it is important that the students understand why they received the ranking and rating they received. Justify the ranking and rating, explain what they didn't do that others did.
- Try to be consistent in the way you apply your judging criteria.
- Be an interactive audience member, laugh when the students are funny, smile when they are amusing, don't scowl when they are really bad.
- Make sure your team is supportive of all competitors in A.D.S. I have heard countless stories of stacked rounds and students who stone face other competitors. This is not the kind of sportsmanship forensics is supposed to foster. If your students are going to watch a teammate in finals, or in preliminary rounds for that matter, make sure they know they are to be as responsive for everyone in the round as they are for their teammate. I have been in rounds where half the room gets up and leaves when their teammate is done speaking.

HOW DO WE ENCOURAGE STUDENTS TO COMPETE IN A.D.S.?

Ask them, some just need a little coaxing.
Persuade them, some of them need more than a little coaxing.
Coerce them, it's for their own good, they will thank you later.
Force them, heck you're in charge, if they want to be on the team, they will do A.D.S.

There are several common reasons students offer for not wanting or not being able to do A.D.S. I have listed several of them and the responses you can offer to counter the objections.

Excuses, Reasons and Rationalizations for *Not* Doing A.D.S.

"Hey, Student's Name, why don't you do A.D.S. this year?"

"I'm no good at trying to be funny."

- "If we only let you do things you were good at, you wouldn't be learning anything new."
- "You might not be the funniest person in the world, but with a little time, practice and coaching, anyone can do A.D.S.!"
- "Everyone has a sense of humor {for the sake of argument let's say that is true}, it is just a matter of cultivating it."
- "That didn't stop Chevy Chase from getting a talk show (briefly)."
- "Neither are the other people in A.D.S., but they try to be!"
- "When was the last time you tried to be funny?" _____ "How did it go?" _____ If it went well, they are a comic genius and they owe it to the forensic community to share that genius. If it went poorly, then they need to improve that skill and they already have experience at trying and failing so even if they do fail, it won't be anything new for them. *(Use this only as a last resort.)*

"I don't know how to do A.D.S."

- "That's what coaches are for."
- "Remember when you learned to walk? Learning to do A.D.S. is much easier."
- "When we cease to grow we die. So, do you want to grow or do you want me to kill you?"
- "That doesn't keep you from doing *insert their favorite event here*."
- "Well that is why you pay so much in tuition, so the school can hire me to teach you things you don't know."
- "If I wanted your opinion, I'd give it to you." (This may prove useful in a number of events.)

"Because!"

- "Because isn't an answer, it is a conjunction."

"Why?"

- "Because."
- "Because it is there."
- "Why not?"
- "Do it for the team."
- "There are fewer entries so you are more likely to get into finals."

"I don't want to."

- "Well that's part of maturing, doing things we don't want to do. You aren't a child anymore."

"But I already have three events in that grouping."

- *This is a tough one, try this* "Sure, but you only do two of them well."

"No way, you can't make me!"

- "Sure I can, I'm the Coach, you're the student."
- "It's either A.D.S. or C.A. and you can't double enter in C.A."
- "If you don't, you have to ride with the debaters to every tournament."
- "Come on, it is a great place to meet men/woman (which ever you think would generate the most interest for them) with a sense of humor."

"I'm no good at A.D.S.!"

- "Have you ever tried A.D.S.?"
- "That's a good reason to do A.D.S., you need to improve that skill."
- "You are no good at your other events either so this should fit right in."
  Make sure they know you are joking.

"I don't know."

- "Fortunately, I do. So, what is your A.D.S. topic?"

Eventually, you will get someone to do it. Some may even come to you of their own accord and request the honor of competing in A.D.S. Once you have a student willing to compete, make sure they get lots of coaching time. Nothing inspires students to enter events like the glitter of golden topped trophies won by their clearly not as talented teammates.

HOW DO I COACH IT? WHAT CAN I SAY OTHER THAN BE FUNNY?

Hindman, Shackelford & Schlottach (1993) provide what is probably the most comprehensive help in terms of coaching or constructing and A.D.S. or Speech to Entertain. They suggest and provide a series of checklists for writing an A.D.S. They provide checklists entitled "*Deciding Your Topic*", "*Research and Narrowing Your Topic*", "*Outlining and Rough Drafts*", "*Humor, Visual Aids, The Final Draft and You*" and "*Polish and Tape*." These checklists can be very helpful for the beginning speaker. They cover the fundamentals of A.D.S., and as any good coach will tell you, winning depends on the fundamentals.

Unfortunately, other than this series of checklists, there isn't a lot of help out there in terms of coaching techniques for After Dinner Speakers. A number of textbooks dealing with forensics did suggest some things judges might be looking for and, as coaches, we can coach based on those criteria. Zeuschner and Swanson (1983) suggest that judges of the event will be looking for things such as "subject suitability, ... originality and creativity in the development of the subject," "uses of language" and "the speaker delivery" (p 45). From this we can deduce we should tell students to be original and creative and that they should use clever language and good delivery. Still this isn't much of a help in coaching.

Klopf (1982) hinted that A.D.S. is basically the same as any other public speaking event, and "...most of the preparation methods that generally are applicable to the other public speaking events can be utilized here..." (p 234). He did, however, note that "... the entertainment aspects warrant special consideration."

Wiborg & Ford in their 1988 paper argued that there is no reliable way to teach someone to give an entertaining or humorous speech. They contend the criteria and the methods vary too much from person to person and situation to situation to be able to establish a consistently effective teaching method.

But, every year, A.D.S.s do get written. Every year, coaches coach A.D.S. Every year we go through a process and some times it works and some times we wish it worked better. There are some pieces of advice and techniques I can offer. Since A.D.S, and Forensics for that matter, can be very addictive, it seems only appropriate that we develop a 12 step program.

Coaching A.D.S.: A Twelve Step Process

Step 1: Admit you have a problem

The problem is coming up with a topic and some ideas. The students should start with a brain storming session. The brainstorming session can include several students. Collect multiple ideas for main points, subpoints, jokes, stories, concepts, etc. At this point nothing should be thrown away. No matter how crude the joke, how bad the pun, how long the story, everything should be kept.

Step 2: Lay down the outline

You need to write a speech. In 1989 I completed my thesis on the evaluative criteria of A.D.S., as part of the research I conducted a national survey to determine what, if any, criteria judges consistently applied to A.D.S. The overwhelming response to the question asking judges what criteria they applied to A.D.S. was *Structure and Organization.* About 70% of the respondents indicated they judged an A.D.S. by its structure and organization. So rule number one, keep in mind this is a speech. It still needs to follow the format of a good speech. Draft that outline. The method is the same as with any other outline. Divide the subject into manageable portions and delineate the substructure.

Step 3: Find support

Add your supporting materials. This is a little bit different with A.D.S. than with other events. The primary form of supporting material in A.D.S. is humor. The humor in the speech should build the speech not distract from it. There are a number of judges on the East Coast, who think that A.D.S. needs to have a minimum of five or six sources to be effective. This is not consistent with national judging standards. Actually, I can remember when I first heard a source citation in an A.D.S. round. It seemed very odd and out of place.

Please keep in mind, the objective of the speech, and what makes A.D.S. unique, is the purpose of the speech is to entertain. We are use to seeing source citations in informative speaking because they students are not authorities in the fields of which they are speaking. We expect sources in persuasive speaking because we need to know specific information like how many people are effected, whom has done what, and the reliability of the information and the sources of information. We use these factors to determine the validity of the argument being presented. In A.D.S. the student is entertaining us, the format may have an organizational pattern that is akin to informative or persuasive speaking organization patterns, but the purpose is still to entertain. When we lose sight of that, we end up with after dinner speeches that are not funny. Try explaining to a freshman why their hilarious speech was beaten by a speech with ten sources that got a few smiles at a couple of puns.

This seems to be as good a place as any to discuss effective and ineffective forms of humor. Arthur Berger (1976) noted that dissecting humor is an operation in which the patient usually dies. Rather than trying to explain what makes things funny we can discuss what various types of humor are effective and/or ineffective in A.D.S. As part of my thesis research I was able to identify six forms of humor coaches and judges considered effective and six forms that judges considered ineffective. Surprisingly, one form of humor, "puns", appears on both lists.

EFFECTIVE FORMS OF HUMOR IN A.D.S.

TOPICAL HUMOR - The most preferred type of humor identified by judges was topical humor, humor that is developed directly from the subject matter, the topic made funny, observational humor, humor that points out the foibles of everyday life.

INTELLECTUAL HUMOR - Humor that shows a nimble mind, clever word tricks, repetitions, twists, true wit, falls under the heading of "intellectual humor". Humor that makes you think or shows you a thought process that is absurd are forms of intellectual humor.

SATIRE - Satire is defined as "The use of ridicule, sarcasm, irony, etc. to expose, attack, or deride vices, follies, etc." Techniques such as exaggeration, hyperbole and understatement also fall within this category.

ANALOGIES - Analogies and parodies derive their humor from a couple of sources. The comparison itself may be an exaggeration or the analogous items may be things we won't normally draw relationships between.

PUN - Appearing on both top six lists, puns are unique and potentially problematic. It has been argued that puns are the lowest form of humor. I have yet to find this in print somewhere, but I have only been looking for a few years. It is true that puns, when used in excess can become irritating. I do remember one speech, about 10 years ago, that was nothing but puns. It is for that reason that puns appear on both lists. Apparently puns are good, but too many puns are like fingernails dragged across a chalkboard. Moderation is the key.

SARCASM - Included with sarcasm would be such humorous techniques as Irony, Reversals and Self-deprecation. Warn students about the danger of offending someone. Strong supporters of the American Civil Liberties Union or the National Rifle Association may not find the humor in sarcastic remarks about the group with which they affiliate themselves, whereas sarcastic remarks about the current political party in power seem to be fair game for the people affiliating themselves with either party.

As for the six types of humor that should be avoided, I will give you a much more abbreviated list. Sexist Humor, Crude Humor, Slapstick, Unrelated Humor, Put-downs and *excessive* Puns should be avoided.

Students should try to incorporate a variety of types of humor in their speeches. The quality of humor is more important the than the quantity of humor. But it would be nice to see a great deal of really funny material.

Step 4: Give me a nice cold draft

Write the first rough draft. Include as much as you want, time is of no consequence. Follow the outline and develop some transitions. Sometimes the outline will change while writing it because more ideas will come to the student and they should feel free to incorporate them.

Step 5: Time it

Have them read the whole thing out loud, preferably to someone who can tell the student what does and what doesn't work. From the rough draft of the full script you will have an idea, within a minute or so, of how long it is running.

Step 6: Cut and/or paste

Usually at this point it will be a matter of cutting a 15 minute or longer speech. Begin cutting with anything that takes too long, things that are offensive, things that distract from the focus of the speech. There seems to be a tendency to prune away the humor when it comes time to cut, resist this. Cut the dry stuff, remember the goal is to entertain.

Step 7: Time it again

The maximum time limit is ten minutes, that includes a final round with lots of laughter. I recommend that an A.D.S. not run more than eight minutes in practice. This allows for a little hamming it up in finals and prevents students from facing the choice of talking over laughter or going overtime.

Step 8: Memorize the speech.

Some may disagree with me on this point. There is a strong argument to be made for utilizing an extemporaneous delivery style in all public speaking events, but here is my rational for memorization. The language of humor is much like the language of poetry, the words are chosen very carefully to achieve the desired resulting images in the mind of the receiver. Because the language is so important I recommend the student commit the speech to memory or at least those sections of the speech in which carefully chosen language is important.

Step 9: Test run

Try it out on a group. It may be a group practice or it might be a tournament (baptism by fire), either way, see how an audience will react.

Step 10: A.D.S. II

Make note of any portions of the speech that seem to drag, add humorous quips to these sections or cut some of the section. Make sure there is humor throughout the speech. Rewrite the speech from scratch if need be.

Step 11: Do it

Try it in front of a group again. At this point you are probably ready for competition. You will never know what judges are going to say until the student performs for the judges. Remember forensics is an educational activity, students learn via the ballots they receive.

Step 12: A pattern begins to form

Repeat steps ten and eleven as many times as needed.

TEACHING SOMEONE TO BE FUNNY

Many years ago the question was posed: Are great leaders born leaders or do they learn to be leaders? The generally accepted answer is "Yes." The same answer applies to comedians. Some people seem to be more naturally funny than others. Some people seem to have brains that just work differently. Others learn to be humorous. It can be done.

If your student is apprehensive about trying to be humorous, start them out slow with deliberate attempts at humor. Have them jot out their 4 minute A.D.S. and then have them add things that are humorous. Tell them to develop an alliteration for a specific section, have them use puns for their preview and/or transitions. Ask them to come up with one analogy that is in some way humorous. That gives them at least three humorous sections. I have seen A.D.S.s with less. The point is, to build the base for a snowman you start with a snowball and get on a roll. The same is true of A.D.S.

Some facets of humorous speaking are more difficult than others. For example, nearly everyone will agree that comedic timing is important but I have yet to hear someone explain how to develop timing. General comments like "Pause more before..." or "Do this line faster..." on ballots indicate there are probably some problems with timing. Perhaps the best way to teach them timing is to show them what they are doing. Ah, the

wonders of video tape. When a student has an opportunity to observe his/her performance, it sheds new light on the presentation.

QUESTIONS STUDENTS HAVE ASKED ABOUT A.D.S. OVER THE YEARS

Question:

Why do they teach us about audience analysis in public speaking classes and say we should modify our speeches to meet the demographics of the group and then turn around and say "Never use forensics humor." in A.D.S.? Forensics is the one thing we all have in common.

Answer:

I don't know. I agree with the students on this one. I realize there is the idea that the speeches should appeal to what Chaim Pearlman (Golden, Berquist & Coleman 1983) refers to as the "Universal Audience." But even his ideas suggest audience analysis is a valuable endeavor.

Some judges may think forensic humor is too easy or it is too specific, but that depends on the individual joke and should be judged as such. If the student makes you laugh and it doesn't disrupt the flow of the speech and it is in good taste, there is no need to penalize the student. If the entire focus of the humor in the speech is forensics, the student is showing a lack of range and creativity. But the same could be said of a student relying strictly upon political humor.

Question:

Why do speeches that aren't funny make it into finals and my speech doesn't?

Answer:

There are many possible reasons. One, your speech isn't as funny as you think, humor, is in the mind of the beholder. Two, an A.D.S. still needs to be a well-written speech. Humor isn't the only criteria upon which the speech is judged. Three, maybe your speech is offensive to someone. I had a good friend who really offended a judge once. The judge became furious gave him a rank of five in a round of four. {True story}

Question:

Why are A.D.S. judges and students in A.D.S. such bad audience members? They don't laugh, they don't even pay attention sometimes. Sometimes I can see them try not to laugh at things they think are funny. Why do they do that?

Answer:

They are probably not being as bad as you think. A.D.S. is a very personal event and you may be taking non personal feedback personally, remember, the judge is there to provide you with an educational ballot not just be an attentive audience member. The truth is, most judges look forward to judging A.D.S. because it gives them an enjoyable break from events that require critical analysis.

As far as other students being bad audience members, that could be for a number of reasons too. It could be they have heard your speech five or ten or twenty times, they may know it as well as you do, they know what is coming next. The humor isn't a surprise anymore. It could be they are amused and smiling instead of laughing out loud. It could be they are nervous or it could be they are purposely stonewalling you to "psych" you out and give themselves, or a teammate, an advantage. The possibilities are numerous, think about them after the round not while you are speaking.

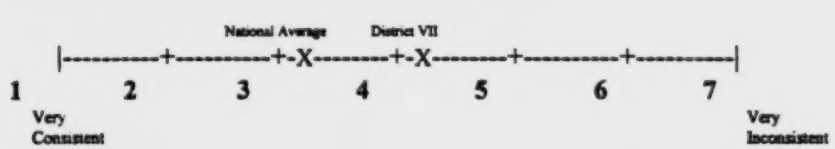
Question:

Why are my rankings so inconsistent?

Answer:

The most obvious answer would be your performances are not consistent. I had a student tell me the reason his speech went seven minutes in his first round and 13 minutes in his second round was "laughter." Other than that his speech was exactly the same. Unless he got 100 people to show up to his second round, I doubt the performances were the same. Anybody can have a good round, the great speakers can make every round a good round.

There is also inconsistency in judges' standards and criteria. As part of my survey on A.D.S. I asked judges to indicate, on a scale of one to seven with one being very inconsistent and seven being very consistent, how consistent they were in applying their judging criteria to A.D.S. The national average was 3.16 and AFA District VII reported the greatest amount of inconsistency with an average of 4.14.



At the 1987 Pi Kappa Delta National Tournament, where two judges judge each round, over 20% of the A.D.S. speakers had rounds with three rank splits (1-5, 1-4, 2-5). One student even received three rounds of 1-5 splits. That comes from two people watching the same round of six students. But they came up with completely different evaluations. Inconsistent judging standards is clearly a problem for competitors.

Setting A Humorous State of Mind to Write an A.D.S.

To be creative, witty and funny you need to be in the right frame of mind. You need to use the creative side of your brain, you need to free yourself, partially, of the logical/analytical part of your brain. When you get ready to write the A.D.S. or come up with the ideas in a brain storming session, get into the A.D.S. mood first.

Read things you find humorous. Dave Berry, Calvin and Hobbes, Judith Viorst, Erma Bombeck, the Comic Strips, Beetle Bailey: whatever it takes to get you into a humorous state of mind. Watch humorous videos, television programs, or something you find amusing. Continue watching until you find yourself relaxed, amused and joyful. Become one with the humor {It's a Zen-thing, you wouldn't understand}. The more you try to be funny, the more it looks like you are trying. You need to get into the right frame of mind.

Cause your mind to free itself of mental barriers, let creativity flow, look at things from a different perspective. To facilitate this, A.D.S. competitors have shared a time honored method of transcendental humor meditation. It begins with sleep deprivation, is enhanced through caffeine and sugar infusion and capitalized upon with electronic recording devices. More than one A.D.S. has been written at 2:00 or 3:00 a.m. while washing M&Ms down with Jolt Cola. The students are tired, fatigued, and on a sugar & caffeine high. Most mental barriers fall by the wayside. The critical factor in using this technique is to be able to weed out what is and is not funny the next day.

As coaches, all we can really do is provide students with tools for A.D.S. The tools we have to offer them are what we know about preferred forms of humor, basic brainstorming and outlining procedures, and the encouragement to follow through with their ideas.

As judges we are responsible, in part, for the low number of entries in A.D.S. A.D.S. can be a very personal event, comments on a ballot about the message can be confused by the student as comments about the messenger. In this event, as in all events, we need to take the time to make sure our comments are educational, constructive, and justify the ranking and rating given.

References

AFA Event Description (1993)

Berger, Arthur A. (1976). Anatomy of a joke. Journal of Communication, 26, 113-115.

Golden, J. L., Berquist, G. F. & Coleman, W. E. (1983). The Rhetoric of Western Thought, 3rd Edition. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Hindman, M., Shackelford, J. & Schlottach, K. (1993). Working Forensics: A Competitors Guide, 2nd Edition. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Holm, Todd T. (1990). "What are you laughing at: The evaluative criteria of After Dinner Speaking." Thesis North Dakota State University.

Klopf, Donald W. (1982). Coaching & Directing Forensics. Skokie, IL: National Textbook Company.

Swanson, D. R. & Zeuschner, R. F. (1983). Participating in Collegiate Forensics. Dubuque, Iowa: Gorsuch, Scarisbrick, Publishers.

Wartman, Mike (1988). Humorous speaking: Classroom and competition. Paper presented at the Speech Communication Convention, New Orleans, LA.

Wiborg, T. & Ford, S. (1988). An argument against the use of a mandatory humorous speaking assignment in a basic speech course. A paper presented at the 1988 Speech Communication Association Convention, New Orleans, LA.